



No Child Left Behind Act of 2001

Wisconsin Department of Public Instruction

CONSOLIDATED STATE APPLICATION —MAY 1, 2003 SUBMISSION—

For State Grants under Title IX, Part C, Section 9302 of the
Elementary and Secondary Education Act (Public Law 107-110)

<http://www.dpi.state.wi.us/dpi/esea/pdf/wiplan5-03.pdf>

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State Superintendent
Department of Public Instruction
Madison, Wisconsin



May 2003

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Instructions for Completing the Consolidated State Application May 1, 2003, Submission

As described in the May 7, 2002, Consolidated State Application Package, states' submissions of their consolidated applications have been divided into multiple submissions and information requests. The information states are to provide in their May 1, 2003, consolidated applications is listed below. This list differs from the list in the Consolidated State Application form distributed in 2002 in that it excludes (1) the information that states were required to submit in their January 31, 2003, Accountability Workbooks, (2) the information states are to provide for Goal 5 (All students will graduate from high school), and (3) the information states are to provide regarding their objectives for student development and attainment of English proficiency. It also corrects an error in the application package. The 2002 application package indicated that performance targets for non-AYP indicators would be due in May 2003. It should have stated that both targets and baseline data for non-AYP indicators would be due in September 2003.

- (1) **Accountability Workbooks.** States are expected to submit any outstanding accountability workbook information at the time and in the manner previously established by the Department.
- (2) **Goal 5 baseline data and targets.** The Department is considering publishing an amendment to the *Consolidated State Application* regulations to require states to use the same definition for graduation rate that has been approved by the Department as part of the State's Accountability Plan under Title I, Part A of the ESEA. Therefore the submission date for baseline data and targets for Goal 5 is changed from May to September 2003.
- (3) **English Proficiency Objectives.** Since many states have indicated that they will not have objectives related to student development and attainment of English proficiency by May, the Department is deferring submission of the objectives until September 2003.

Summary of Information Required for May 1, 2003 Submission

A. ESEA GOALS, ESEA INDICATORS, STATE PERFORMANCE TARGETS

1. Baseline data and performance targets for the following AYP- related indicators.

Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum by attaining proficiency or better in reading/language arts and mathematics.

- 1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the state's assessment, consistent with the state's annual measurable objectives. (Note: These subgroups are those for which the ESEA requires state reporting, as identified in section 1111(h)(1)(c)(i).)
- 1.2 Performance indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the state's assessment, consistent with the state's annual measurable objectives. (Note: These subgroups are those for which the ESEA requires state reporting, as identified in section 1111(h)(1)(c)(i).)

- 1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.

Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

- 2.2 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the state's assessment, as reported for performance indicator 1.1.
- 2.3 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the state's assessment, as reported for performance indicator 1.2.

Baseline data and performance targets for all ESEA Goals and indicators not included in this May 1, 2003, submission will be due on September 1, 2003.

2. Baseline data and performance targets for any state identified goals and indicators.

B. STATE ACTIVITIES TO IMPLEMENT ESEA PROGRAMS

Consistent with the consolidated State Application Package distributed in Spring 2002, states are asked to submit the following information by May 1, 2003:

1a. Evidence that the state has:

- adopted challenging content standards in reading/language arts and mathematics at each grade level for grades 3 through 8, consistent with section 1111(b)(1); or
- disseminated grade-level expectations for reading/language arts and mathematics for grades 3 through 8 to LEAs and schools if the state's academic content standards cover more than one grade level.

1b. Detailed timeline for major milestones for adopting challenging academic content standards in science that meet the requirements of section 1111(b)(1).

1c. A detailed timeline of major milestones for the development and implementation, in consultation with LEAs, of assessments in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(3) in the required grade levels.

1d. A detailed timeline for major milestones for setting, in consultation with LEAs, academic achievement standards in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(1).

This workbook format has been developed to facilitate preparation and submission of the information required in this May 1 submission. states may use this format or another format of their choosing provided that all required information is provided in a clear and concise manner. The deadline for submission of this application is May 1, 2003.

Transmittal Instructions

To expedite the receipt of this May 1, 2003, Consolidated State Application submission, please send your submission via the Internet as a .doc file, pdf file, rtf or .txt file or provide the URL for the site where your submission is posted on the Internet. Send electronic submissions to conapp@ed.gov.

A state that submits only a paper submission should mail the submission by express courier to:

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A. ESEA GOALS, ESEA INDICATORS, STATE PERFORMANCE TARGETS

Baseline Data for Performance Indicators 1.1, 1.2, 2.2, and 2.3

In the following charts, please provide baseline data from the 2001-2002 school year test administration. Charts have been provided for each of grades 3 through 8 and high school to accommodate the varied state assessment systems in mathematics and reading/language arts during the 2001-2002 school year. States should provide baseline data on the percentage of students scoring at the proficient or advanced levels for those grades in which the state administered mathematics and reading/language arts assessments during 2001-2002.

BASELINE STUDENT ACHIEVEMENT DATA: GRADE 4

Mathematics	Percent of Students at Proficient or Advanced
Grade 4 Student Group	2001-02 Baseline
All Students	69%
African American/Black	36%
American Indian/Native Alaskan	56%
Asian/Pacific Islander	57%
Hispanic	42%
White	76%
Other	--
Students with Disabilities	36%
Students without Disabilities	74%
Limited English Proficient	33%
Economically Disadvantaged	49%
Non-Economically Disadvantaged	77%
Migrant	33%
Male	69%
Female	68%

Reading	Percent of Students at Proficient or Advanced
Grade 4 Student Group	2001-02 Baseline
All Students	79%
African American/Black	54%
American Indian/Native Alaskan	68%
Asian/Pacific Islander	63%
Hispanic	54%
White	85%
Other	--
Students with Disabilities	38%
Students without Disabilities	85%
Limited English Proficient	37%
Economically Disadvantaged	63%
Non-Economically Disadvantaged	85%
Migrant	33%
Male	75%
Female	82%

BASELINE STUDENT ACHIEVEMENT DATA: GRADE 8

Mathematics	Percent of Students at Proficient or Advanced
Grade 8 Student Group	2001-02 Baseline
All Students	44%
African American/Black	7%
American Indian/Native Alaskan	23%
Asian/Pacific Islander	32%
Hispanic	17%
White	51%
Other	--
Students with Disabilities	8%
Students without Disabilities	50%
Limited English Proficient	7%
Economically Disadvantaged	20%
Non-Economically Disadvantaged	51%
Migrant	14%
Male	45%
Female	43%

Reading	Percent of Students at Proficient or Advanced
Grade 8 Student Group	2001-02 Baseline
All Students	74%
African American/Black	38%
American Indian/Native Alaskan	57%
Asian/Pacific Islander	58%
Hispanic	48%
White	80%
Other	--
Students with Disabilities	26%
Students without Disabilities	81%
Limited English Proficient	22%
Economically Disadvantaged	51%
Non-Economically Disadvantaged	80%
Migrant	27%
Male	70%
Female	78%

BASELINE STUDENT ACHIEVEMENT DATA: HIGH SCHOOL

Mathematics	Percent of Students at Proficient or Advanced
High School Student Group	2001-02 Baseline
All Students	43%
African American/Black	8%
American Indian/Native Alaskan	19%
Asian/Pacific Islander	33%
Hispanic	16%
White	48%
Other	--
Students with Disabilities	7%
Students without Disabilities	48%
Limited English Proficient	6%
Economically Disadvantaged	20%
Non-Economically Disadvantaged	47%
Migrant	20%
Male	45%
Female	40%

Reading	Percent of Students at Proficient or Advanced
High School Student Group	2001-02 Baseline
All Students	60%
African American/Black	21%
American Indian/Native Alaskan	41%
Asian/Pacific Islander	44%
Hispanic	32%
White	66%
Other	--
Students with Disabilities	16%
Students without Disabilities	66%
Limited English Proficient	10%
Economically Disadvantaged	37%
Non-Economically Disadvantaged	65%
Migrant	23%
Male	57%
Female	64%

Note that WI has baseline student achievement data for grades 4, 8, and 10.

Performance Targets for Performance Indicators 1.1, 1.2, 2.2, and 2.3

In the following charts, please provide performance targets for the percentage of students who will be at or above the proficient level in mathematics and reading/language arts on the state's assessment, consistent with the state's annual measurable objectives. Three sets of charts have been provided to accommodate states' varying plans for setting annual measurable objectives, with some states having the same annual measurable objectives for all grade levels in the state and other states having separate annual measurable objectives for elementary, middle, and high schools. At the top of each set of charts, please indicate the grades levels to which your annual measurable objectives apply.

**WISCONSIN PERFORMANCE TARGETS
(ANNUAL MEASURABLE OBJECTIVES)**

GRADES: 4, 8, 10

Mathematics	Percent of Students at Proficient or Advanced
2002-03 Target	37%
2003-04 Target	37%
2004-05 Target	37%
2005-06 Target	47.5%
2006-07 Target	47.5%
2007-08 Target	47.5%
2008-09 Target	58%
2009-10 Target	58%
2010-11 Target	58%
2011-12 Target	68.5%
2012-13 Target	79%
2013-14 Target	89.5%

Reading	Percent of Students at Proficient or Advanced
2002-03 Target	61%
2003-04 Target	61%
2004-05 Target	61%
2005-06 Target	67.5%
2006-07 Target	67.5%
2007-08 Target	67.5%
2008-09 Target	74%
2009-10 Target	74%
2010-11 Target	74%
2011-12 Target	80.5%
2012-13 Target	87%
2013-14 Target	93.5%

Baseline Data and Performance Targets for Performance Indicator 1.3

In the following chart, please provide baseline data and performance targets for the percentage of Title I schools that make adequate yearly progress. For baseline data, please indicate the percentage of Title I schools that made adequate yearly progress in the 2001-2002 school year, based upon the 2001-2002 school year test administration. For performance targets, please indicate the percentage of Title I schools that will make adequate yearly progress from the 2002-2003 school year through the 2013-2014 school year.

Baseline Data and Targets for Title I Schools	Percentage of Title I Schools Making Adequate Yearly Progress
2001-02 Baseline	82%
2002-03 Target	83%
2003-04 Target	84%
2004-05 Target	85%
2005-06 Target	86%
2006-07 Target	87%
2007-08 Target	88%
2008-09 Target	89%
2009-10 Target	90%
2010-11 Target	92%
2011-12 Target	95%
2012-13 Target	97%
2013-14 Target	100%

Baseline data and performance targets for any state identified goals and indicators

If your state included any state identified goals and indicators in its June 2002 consolidated state application submission, please provide baseline data and performance targets for those goals and indicators below.

BASELINE DATA AND PERFORMANCE INDICATORS FOR STATE IDENTIFIED GOALS AND INDICATORS
None

B. STATE ACTIVITIES TO IMPLEMENT ESEA PROGRAMS

1a. Please provide evidence that the state has:

- **adopted challenging content standards in reading/language arts and mathematics at each grade level for grades 3 through 8, consistent with section 1111(b)(1); or**
- **disseminated grade-level expectations for reading/language arts and mathematics for grades 3 through 8 to LEAs and schools if the state's academic content standards cover more than one grade level.**

STATE RESPONSE

Wisconsin, through Executive Order number 326, dated January 13, 1998, adopted challenging academic content standards in reading, mathematics, and science for grades 4, 8, and 12. Wisconsin's *Model Academic Standards* can be accessed at <http://www.dpi.state.wi.us/dpi/standards>. Grade level expectations are being developed and will be disseminated in 2003-04.

1b. Please provide a detailed *timeline* for major milestones for adopting challenging academic content standards in *science* that meet the requirements of section 1111(b)(1).

STATE RESPONSE

Wisconsin, through Executive Order number 326, dated January 13, 1998, adopted challenging academic content standards in reading, mathematics, and science for grades 4, 8, and 12. Wisconsin's *Model Academic Standards* can be accessed at <http://www.dpi.state.wi.us/dpi/standards>. Grade level expectations are being developed and will be disseminated in 2003-04.

1c. Please provide a detailed timeline of major milestones for the development and implementation, in consultation with LEAs, of assessments in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(3) in the required grade levels.

STATE RESPONSE

July 2002 – February 2003	Benchmarking at grade levels (4, 8, 10) and test design.
September – December 2002	Item development Enhanced WKCE 4, 8, 10 (Reading, Math, & Science).
November 2002	Administration of <i>Enhanced WKCE</i> 4, 8, 10 (R, M, S).
May 2002 – April 2003	Pilot testing items <i>Enhanced WKCE</i> 4, 8, 10 (R, M, S)
April 2003 – June 2003	Reporting and Test Design Analysis for grade 4, 8, 10
July 2003 – June 2004	Test development, design grades 3-8, 10 (or 11) CRT (R, M, S)
September – December 2003	Item development grades 3-8, 10 (or 11) (R, M, S) <i>Enhanced WKCE</i> 4, 8, 10 (R, M, S)
November 2003	Administration of <i>Enhanced WKCE</i> 4, 8, 10 (R, M, S)
May 2003 – April 2004	Pilot Test items for grades 3-8, 10 (or 11) (R, M, S) <i>Enhanced WKCE</i> 4, 8, 10 (R, M, S)
April 2004 – June 2004	Reporting and Test Design Analysis for grade 4, 8, 10.
July 2004 – June 2005	Test Formatting and Forms Calibrations grades 3-8, 10 (or 11) (R, M, S)
September – December 2004	Item development for grades 3-8, 10 (or 11) (R, M, S) <i>Enhanced WKCE</i> 4, 8, 10 (R, M, S)
May 2004 – May 2005	Pilot Testing items for grades 3-8, 10 (or 11) (R, M, S) <i>Enhanced WKCE</i> 4, 8, 10 (R, M, S)
November 2004	Forms Calibration grades 3-8, 10 (or 11) (R, M, S)
November 2004	Administration of <i>Enhanced WKCE</i> 4, 8, 10 (R, M, S)
April – June 2005	Reporting and Test Design Analysis for grades 4, 8, 10 (R, M, S)
July 2005 – June 2006	Vertical equating and linking studies <i>Enhanced WKCE/WKCE-CRT</i>
July 2005 – June 2006	Technical Analysis grades 3-8, 10 (or 11) (R, M, S), <i>Enhanced WKCE</i> 4, 8, 10 (R, M, S)
September – December 2005	Item development grades 3-8, 10 (or 11) (R, M, S) <i>WKCE-CRT</i>
November 2005	Test Administration: grades 3-8, 10 (or 11) (R, M, S) <i>WKCE-CRT</i>
January – February 2005	Standard Setting grades 3-8, 10 (or 11) (R, M, S) <i>WKCE-CRT</i>
January – June 2006	Pilot Testing items grades 3-8, 10 (or 11) (R, M, S) <i>WKCE-CRT</i>
April – June 2006	Reporting grades 3-8, 10 (or 11) (R, M, S) <i>WKCE-CRT</i>
May 2006	Evidence--validity/reliability studies; achievement standard-setting process grades 3 – 8 and 10 (or 11)

1d. Please provide a detailed timeline for major milestones for setting, in consultation with LEAs, academic achievement standards in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(1).

STATE RESPONSE

Traditionally Wisconsin has used practitioners from LEAs and other education interest groups (e.g., teachers' unions, parent groups, business representatives) to assist in establishing student achievement standards. This practice will be sustained. Two sets of standard setting sessions are planned relative to the implementation of the new ESEA requirements.

Date	Activity
Session 1—February 2003 (Timeline waiver requirement)	Setting student achievement standards for reading, mathematics, and science, at grades 4, 8, and 10.
Session 2—February 2005	Setting achievement standards for reading, mathematics, & science at grades 3-8, 10 (or 11)
May 2006	Provide evidence to the USDE of the student achievement standards and the process it used to determine these standards.